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## A Comparative Study of Common Schools for Negroes in Brazos County

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A COMPARATIVE STUDY OF COMMON SCHOOLS FOR NEGROES  
IN BRAZOS COUNTY

By

Irene Ethelind Randle

A Thesis in Administration and Supervision Submitted in  
Partial Fulfillment of the Requirements  
for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1944

APPROVED BY:

Chairman of Student Advisory Committee and  
Director of Thesis Research

A solid black rectangular box used to redact the signature of the Chairman of the Student Advisory Committee and Director of Thesis Research.

Date:

*July 17, 1944*

## DEDICATION

To my Mother, Rosa Sandle, and my Maternal Grandmother, the late Ella Rivers this thesis is affectionately dedicated.



## ACKNOWLEDGMENT

The writer wishes to express her appreciation to the following members of the faculty of Prairie View College, Prairie View, Texas:

Dr. Ernest M. Norris, Chairman of the Graduate Division; Mr. John H. Windom, Head of the Department of Education; Mr. George W. Reeves, Professor of Educational Administration; Mrs. Nanie Belle Aycox, Professor of Rural Education; Miss Anne Campbell, Professor of English.

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I. E. R.

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## CHAPTER I

### INTRODUCTION

The rural problem is of special interest to the American people today. Many educators are now studying or have been studying the rural community, and much stress has been placed upon the duty of educational institutions, especially the public school, even though other forces occupy important positions.<sup>1</sup> Caswell and Campbell say, "The public school is but one of the educational institutions of society."<sup>2</sup>

Never before has as much emphasis been placed upon the rural schools and rural school organizations. In most of the rural communities one of two types of schools is in operation, namely: the consolidated and the non-consolidated. The best type of organization is necessary if the pupil is to meet successfully his educational needs and the needs of society.

#### Statement of Problem

From 1929 until 1942, the writer was employed as a teacher in a one-teacher and a two-teacher school in Brazos County. This study has grown out of a four year's investigation by the writer.

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<sup>1</sup>Educational Policies Commission: The Purposes of Education in American Democracy, p. 130.

<sup>2</sup>Caswell, Hollis L. and Campbell, Doak S., Curriculum Development, p. 109.

In light of the writer's experiences in the rural schools, in Brazos County, an effort has been made to analyze the educational program in the Common Schools in Brazos County. This program includes the types of organization, pupils and the teaching staff. Therefore this study proposes to answer the following general questions:

1. Is the educational set-up in Brazos County adequate?
2. What changes, if any, should be made in the present set-up?
3. Which children achieve more in school subjects, those in consolidated or in non-consolidated schools?
4. How does the tenure of teachers in consolidated schools compare with the tenure of teachers in non-consolidated schools?
5. How do the salaries of the teachers in non-consolidated schools compare with the salaries of the teachers in the consolidated schools?
6. Which teachers have had more years of teaching experience, those in consolidated schools or those in non-consolidated schools?
7. Is the length of school terms the same in the consolidated and the non-consolidated schools?

#### Definition of Terms

The terms Consolidation, Achievement, Common School and Independent School are repeatedly used, and an understanding of them as applied here is pertinent in order to

grasp their meaning in this study. Monroe says:

There is no hard and fast definition of what is meant by consolidation. In statistical reporting it has been considered as a union or combination of two or more rural districts or schools, formerly existing separately, either with or without transportation.<sup>1</sup>

In defining school consolidation, Harry Rivlin gives the following definition:

School consolidation involves school administrative units, fiscal units, and attendance units. There are two, more or less, distinct types of consolidation: (1) A combining of two or more school administrative (and often fiscal) units with no change in the location of schools or their organization and (2) a consolidation of small schools into one or more may occur concurrently. School consolidation and centralization are now generally considered as synonymous terms.<sup>2</sup>

The following definition of achievement test should prove helpful, Rivlin says:

Achievement Tests are tests designed primarily to measure the attainment of an individual or group of individuals in a school subject or activity, as in arithmetic, reading, or history. Most published achievement tests are standardized tests ...

---

<sup>1</sup>Monroe, Walter Encyclopedia of Educational Research, p. 362.

<sup>2</sup>Rivlin, Harry N. and Schueler, Herbert, Encyclopedia of Modern Education, p. 181.

An achievement test may be either a single subject or a battery of tests, i.e., a number of tests ordinarily administered as a unit but designed to measure achievement in several different subject matter fields.<sup>1</sup>

On the other hand, Walter Monroe gives the following definition for achievement tests:

The majority of the tests which have been devised for school use have for their function the measurement of achievement, or what the pupil has learned. They are called achievement tests.<sup>2</sup>

Henry F. Alves gives the following definition:<sup>3</sup>

A district including an incorporated city .... or an incorporated town and maintaining an accredited four-year high school is an independent district and is entirely free from any supervision by the county superintendent.<sup>4</sup>

Alves also gives the following definition of a common school district:

A common school district is a unit for the support and administration of schools; includes all territory in the county except that in independent districts.<sup>4</sup>

It is directly under the supervision of the county superintendent.

<sup>1</sup>Op. cit., p. 6.

<sup>2</sup>Monroe, Walter Scott An Introduction to the Theory of Educational Measurements, p. 40.

<sup>3</sup>Alves, Henry F. and Anderson, Archibold W. et. al. Local School Unit Organization in Ten States, p. 155.

<sup>4</sup>Ibid., p. 222.



### Purpose of the Study

In Brazos County, the former superintendent, Mrs. W. E. Neeley, the present superintendent, Mr. Luther Pearson, the County Board of Education, and some of the trustees of the schools have met a number of times to discuss consolidation. In a few cases they did not just talk, but actually set about to consolidate some of the smaller schools. Perhaps they saw some advantages in taking such steps, either from an educational standpoint or an economical one. With the facts mentioned above in view, an attempt will be made to study the educational opportunities that exist in Brazos County for Negro children, in Common School Districts.

The purpose of this study is given in the form of three questions. These questions are:

1. How does the scholastic achievement of Negro pupils in the common school districts compare with other communities in the United States?
2. How do the educational results achieved in consolidated schools compare with those that are not consolidated?
3. What recommendations can be made in order to derive the best in education for Negro children in the Common Districts in Brazos County?

### Scope of Study

Except for a few historical references intended to give meaning to a particular point under consideration or discussion, the time period of this study covers the last four years. It begins in 1940 and continues to the present time.

In making this investigation, the writer decided to include all rural schools for Negroes in the Common Districts in Brazos County. There are three consolidated schools, namely:

Cedar Grove  
Fair View  
John M. Moore

The eighteen non-consolidated schools are as follows:

Allen Farm	Derden	Mt. Enterprize
Boonville	Harmon Chapel	Roans Chapel
Brooks Chapel	Love	Salem
Brushy	McMillan	Stone City
Cawthon	Minter Springs	Templeman
Clay Farm	Mosley	White Switch

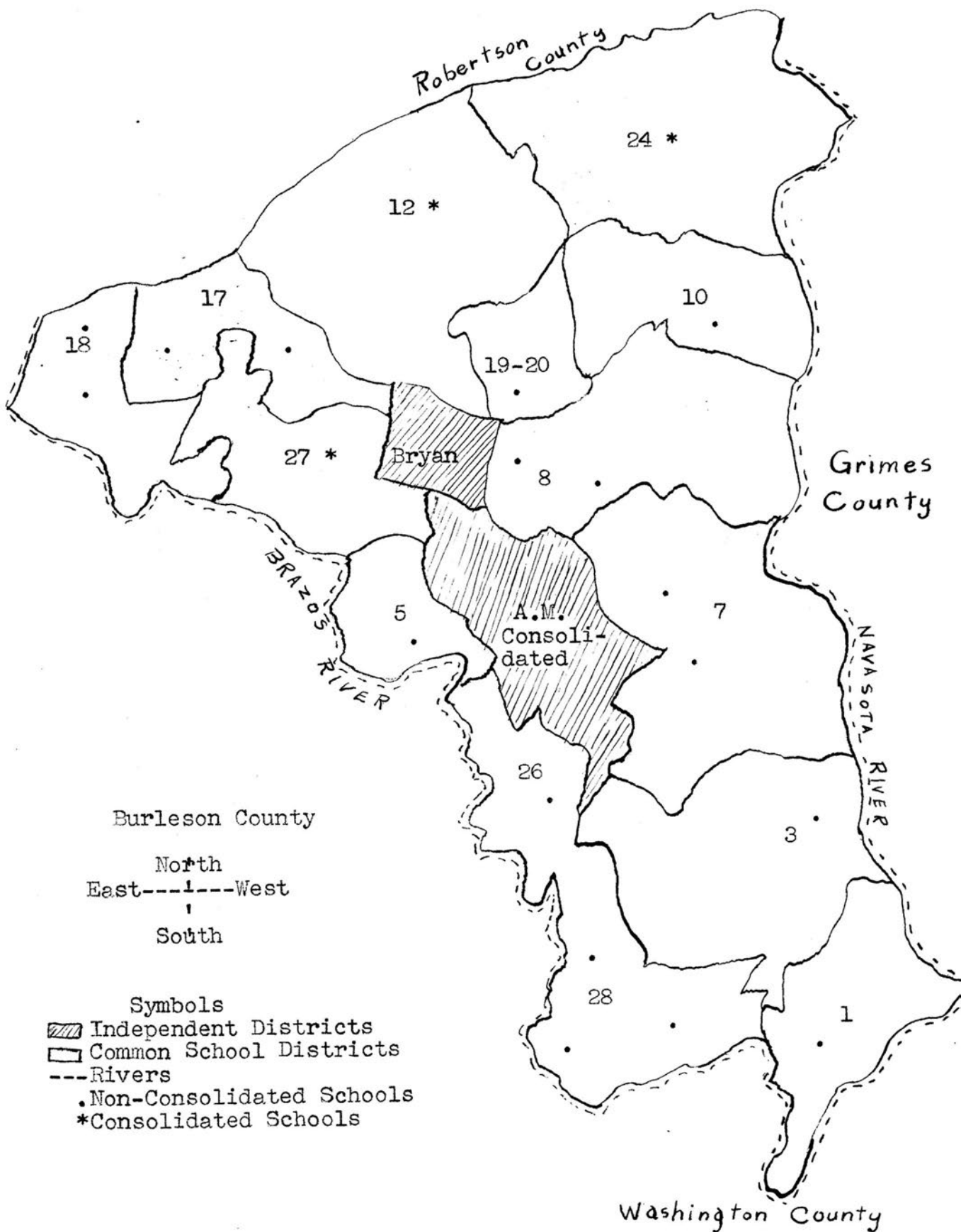
These twenty-one schools include all of the schools for Negroes in Common School Districts of Brazos County. There are four schools in the Independent Districts. They are Kemp High and Bryan Elementary, which are located in Bryan, Texas, A. and M. Consolidated Colored and wellborn Elementary, which are located in A. and M. Consolidated District.

The investigator uses this part of the chapter to give some pertinent facts about some factors that perhaps

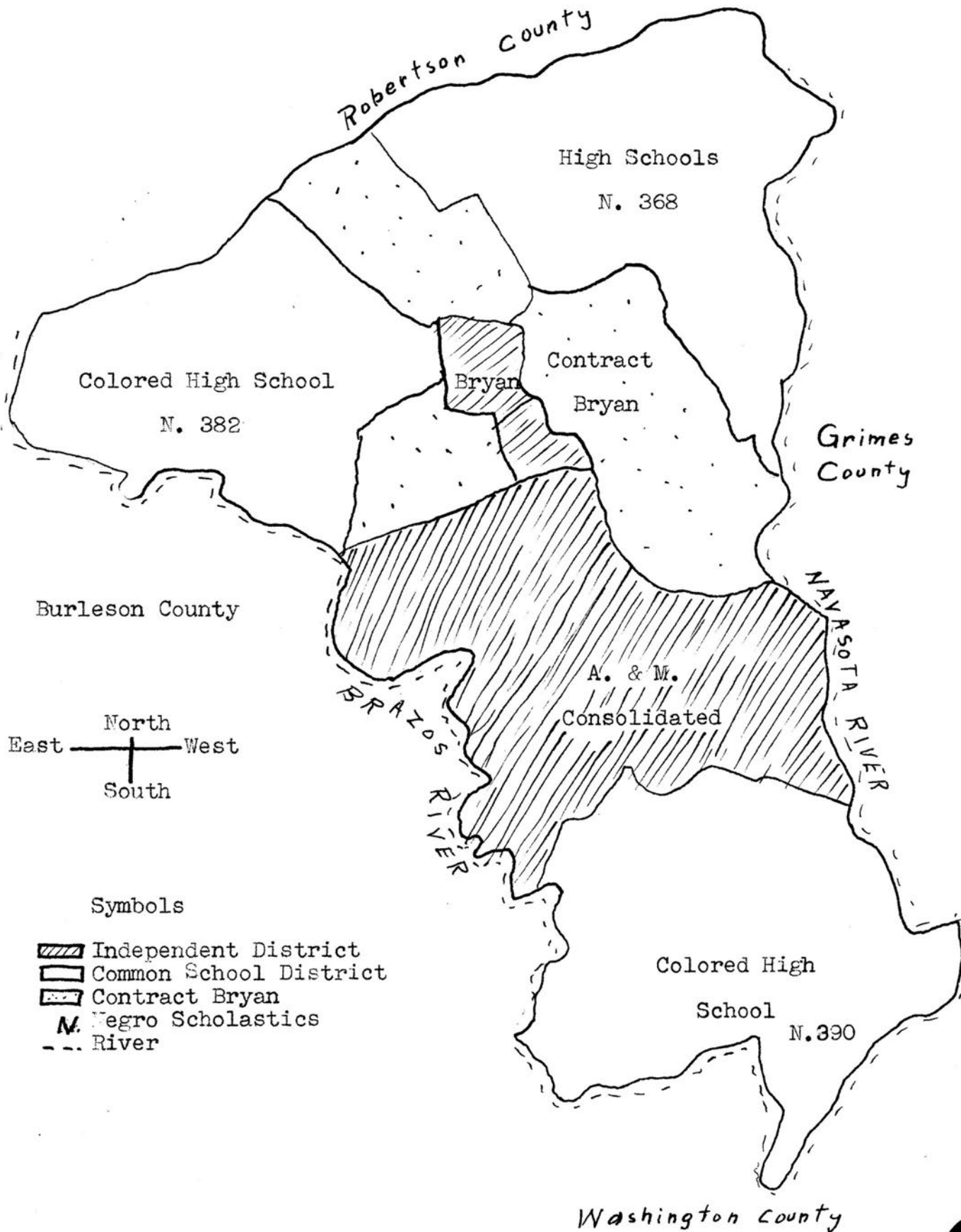
may influence to a high degree the type of test results that one might expect in the chapter that follows.

In order that the reader might understand better, or see a truer picture of Brazos County Common School set-up as it now operates, some important facts are given in Tables I, II, III, IV. Two maps of the county are given also. The Tables give information on schools, classification, districts, length of terms, the training of teachers, their experience, tenure and salaries. One map shows the school districts, and the other map shows proposed schools in the Brazos County by Brazos County Board of Education.

# SCHOOL DISTRICTS IN BRAZOS COUNTY



PROPOSED SCHOOLS IN BRAZOS COUNTY BY BRAZOS COUNTY  
BOARD OF EDUCATION



There are fourteen common school districts in Brazos County, as one can see from the study of Table I and also the maps that follow. There are eighteen elementary, two junior high and one senior high school.

TABLE I

## DISTRICTS, SCHOOLS AND LENGTH OF TERM 1943-1944

District	School	Kind of School	Length of Term
1. Templeman	Templeman	Elementary	8
3.	Brooks Chapel	Elementary	8
5.	Brushy	Elementary	9
7. Harvey	Mt. Enterprise	Elementary	8
7. Harvey	Roans Chapel	Elementary	8
8. Steep Hollow	Mosley	Elementary	8
8. Boonville	Boonville	Elementary	8
10.	Love	Elementary	9
12.	John M. Moore	Senior High	9
17.	McMillan	Elementary	8
17.	Harmon	Elementary	8
18.	Stone City	Elementary	8
18.	Salem	Elementary	8
19-20.	Derden	Elementary	9
24.	Cedar Grove	Elementary	9
26.	Minter Springs	Elementary	8
27.	Fairview	Junior High	9
28. Allenfarm	Cawthon	Elementary	7
28. Allenfarm	Clay Farm	Elementary	7
28. Allenfarm	Allenfarm	Junior High	9
Total	14	21	

The Allenfarm District is the only district that has school terms that are only 7 months long. This district is in the Brazos Bottom. All of the consolidated schools and four of the non-consolidated schools have nine month terms.

From a study of Table II, one finds there forty-four Negro teachers and principals employed in the common school districts in Brazos County.

TABLE II

## ACADEMIC PREPARATION OF TEACHERS 1943-1944

SCHOOLS:	Number of Teachers	Average 1 yr. 2 yr. 3 yr.	College Training Degree
CONSOLIDATED			
Cedar Grove	2		2
Fairview	5		3
John M. Moore	8	1	7
TOTAL	15	1	5
NON-CONSOLIDATED			
Allenfarm	4	1	1
Boonville	1		1
Brooks Chapel	2	2	
Brushy	3		1
Cawthon	2	1	1
Clay Farm	1	1	
Derden	1		1
Harmon	2	2	
Love	2		1
McMillan	1		1
Minter Spring	1		1
Mosley	1		1
Mt. Enterprise	1		1
Roans Chapel	1		1
Salem	2		2
Stone City	2		1
Templeman	1	1	
White Switch	1	1	
TOTAL	29	2	8

Of the forty-four teachers, eighteen have degrees, two have only one year's, fifteen have three year's and nine have two year's training. Forty-five per cent of all

Negro teachers in the Common Schools of Brazos County have degrees. Nine of the fifteen teachers in the Consolidated Schools have degrees, that is 60 per cent of them. Nine of the twenty-nine teachers in the non-consolidated schools have degrees, that is 31 per cent.

From the study of Table III, one finds that one of the consolidated schools had all teachers with a tenure of one year.

TABLE III

TENURE, EXPERIENCE, SALARIES OF TEACHERS 1943-1944											
SCHOOL	Tenure		Experience(in years)						Annual	Average	
	Aver- age		1	2	3	4	6-10	11-20	21	Salary	Salary
CONSOLIDATED											
Cedar Grove	10.5						1	1		\$ 2227.50	\$1113.75
Fairview	1		2	1			1		1	4989.00	997.80
John M.Moore	2	1					3	3	1	10935.42	1366.92
TOTAL	4.5	1	2	1			5	4	2	\$18151.92	\$1210.13
NON-CONSOLIDATED											
Allenfarm										2404.73	601.18
Boonville	17								1	720.00	720.00
Brooks Chapel	12						1		1	1332.00	666.00
Brushy	6.3						2		1	4091.00	1363.66
Cawthon	1			1						1065.75	532.87
Clay Farm	1				1					551.25	551.25
Derden	21							1		1057.50	1057.50
Harmon	2		1				1			1120.00	560.00
Love	3						2		1	2119.50	1059.75
McMillan	6							1		520.00	520.00
Minter Springs	3								1	480.00	480.00
Mosley	15								1	720.00	720.00
Mt.Enterprise	1						1			720.00	720.00
Roans Chapel	1			1						720.00	720.00
Salem	2						2			1400.00	700.00
Stone City	1.5						1		1	1400.00	700.00
Templeman	1	1								800.00	800.00
White Switch	1							1		551.25	551.25
TOTAL	5.5	1	1	2	1	10	3	7		\$21772.98	\$750.78



One can see from a careful study of Table III that in the Cedar Grove School the teachers had an average tenure of ten and one half years. In the other consolidated school, John M. Moore, the teachers had an average tenure of two years.

Table III will also show that seven of the forty-four teachers had twenty-one years of experience.

From the study of Table III one sees that the average teachers' salaries were \$1210.13, in the consolidated school while that of the teacher in the non-consolidated school were \$750.78.

The total Negro scholastic population of Brazos County Independent Districts is 1208 and the total enrollment is 1225, and there are 23 teachers. In the Common School District the scholastic population is 1651, and the total enrollment is 1328: the number of teachers is 46.<sup>1</sup> (See Table IV).

TABLE IV  
SCHOLASTIC POPULATION, ENROLLMENT, AVERAGE ATTENDANCE AND  
NUMBER OF TEACHERS

DISTRICT	Scholastics	Enrollment	Average Daily Attendance	Teachers
INDEPENDENT				
Bryan	921	1030	777	18
A. and M.	287	195	134	5
TOTAL	1208	1225	911	23
COMMON				
CONSOLIDATED	560	437	400	15
NON-CONSOLIDATED	1091	891	570	31
TOTAL	1651	1328	970	46

<sup>1</sup>Thirty Second Biennial Report, p. 77, 81, 101.

The scholastic population in the Common School Districts is 443 more than in the Independent Districts. The enrollment in the Common School Districts is 103 more than in the Independent Districts. There are 23 more teachers in the Common School District than in the Independent District. Exactly twice as many teachers are employed in the Common Schools than there are in the Independent Districts, yet the Common School District has only 103 more pupils enrolled than the Independent Districts have, and only 59 more pupils in daily attendance.

These twenty-one schools in the Common School District were chosen for this study because they are the schools having an annual standardized testing program.

The number of children in any three non-consolidated schools for Negroes in Brazos County Common School District would not have offered a sufficient number of children to compare with the number of children from the three consolidated schools in the Common School District in Brazos County, therefore all of the Negro children from both the consolidated and non-consolidated rural schools in the Common School District were used.

This study is confined to the twenty-one rural schools for Negroes in Brazos County, Texas, in the Common School Districts, and the communities they serve. There are ten one-teacher schools, seven two-teacher, one three-teacher, one four-teacher, one five-teacher and one eight-teacher

school in these Common School Districts, which are fourteen in number.

Although this thesis is concerned primarily with Negro Schools in Brazos County, it is the author's hope that the principles and methods presented will be equally valid in any similar situation where school organization needs adjusting.

#### Source of Data

For the purpose of securing adequate information on which to base this study, the resources of the Office of Education were canvassed. The writer checked The Texas Almanac for 1940 through 1944. Information concerning the teachers was secured from the Brazos County Superintendent, Mr. Luther Pearson, and the Jeanes Supervisor, Miss Pauline Watkins and the teachers themselves. In the collection and interpretation of the material the writer has examined thoroughly authoritative books, pamphlets, periodicals, papers, unpublished Master's Theses and references such as

#### School Review

#### Encyclopedia of Educational Research

Questionnaires,

Personal interviews,

Tests

### Method of Procedure

In order to secure the information for this study, the survey method was employed in gathering data. This method makes it possible to utilize data on current conditions from a large number of schools. The results will be expressed statistically in terms of averages, and these averages are used in making comparisons between grades and schools. By means of this method the average achievement of a group of pupils and the amount of training possessed by teachers were used in determining and comparing with similar findings in other localities and with accepted standards.

A review of similar and related studies was made in order to benefit by the thinking and findings of other investigators interested in problems similar in nature to the present study.

A study was made of selected general educational literature bearing on the problem of consolidation. The point of view of outstanding educational writers were noted and recorded.

### Review of Related Studies

#### Growth Of Children In Consolidated and Non-Consolidated Schools

Eloise M. Henson, Unpublished Master's Thesis,  
University of Iowa, 1940.

This thesis is divided into four chapters. The first

chapter is "The Problem". The investigation was undertaken to study the development of equated groups of "one-room and consolidated children" in the following areas of growth:

General intelligence  
 Attitude toward home and school  
 Selected areas of personality  
 Knowledge of selected social processes  
 Interpretation of human behavior

In Chapter II of the thesis, Henson states her Procedure. The general procedure consisted in selecting 72 children enrolled in fourth and fifth grade classrooms and distributed equally between one room and consolidated schools.

The general method used was that of matched pairs in which each "one-room child" was matched with a "consolidated child" with respect to age, grade, sex, occupation of father and education of mid-parent (half of total number of years spent in school by both parents).

The tests used in gathering data include the following:

1. Intelligence Test - The Kuhlmann-Anderson Group Test
2. Pupil Portraits Form A, by Pinter, Maller, Forlano and Axelrod
3. Aspects of Personality by Pintner, Loftus, Forlano and Alster
4. Test A, Social Processes by Eloise M. Henson
5. Test B, Behavior by Eloise M. Henson

In Chapter III, Henson gives the results. The mean intelligence (I. Q.) of the one-room group was 103.83 and

the consolidated group was 109.27. This I. Q. is very high, since the I. Q. is expected to range from 98 to 110.

The study stated that general intelligence as measured by tests is responsive to environmental influences.

In Chapter IV, Henson summarized by saying that there is a highly significant difference in development of "one-room and consolidated children" in intelligence, school adjustment, and interpretation of behavior in social situations. In twenty-three of the thirty-six cases the consolidated lead, while in only eleven was the situation reversed.

Henson included several areas, while this investigation shows only one area, namely, measurement of achievement. Henson used equated groups, but in this study the average accomplishment between consolidated and non-consolidated children was compared without any attempt at equating.

A Study of the Advantages and Disadvantages of the Consolidated Negro Schools in Waller County, Texas by Bessie Aleda Thomas, Unpublished Master's Thesis, Prairie View State Normal and Industrial College, Prairie View, Texas, 1942

The thesis is divided into four chapters. The purpose of this study is threefold: First, to furnish further information on consolidated schools. Second, to establish some facts which might be used as a basis for planning. Third, to give a functional conception of the consolidated

Negro schools in Waller County, by pointing out some of the advantages and disadvantages that exist in them.

In Chapter III of the thesis, Thomas gives an analysis of the advantages and disadvantages found in the consolidated schools. The following advantages were pointed out:

1. Better buildings and equipment
2. Better prepared teachers
3. Longer school terms
4. Better school attendance
5. Richer course offerings
6. Enriched social life
7. Economic saving to parents
8. A widened community interest

The following disadvantages are given:

1. Poor heating conditions
2. Lack of bus transportation in two districts
3. No bus stations on the bus route to protect children from the weather while waiting for busses.
4. Poor road conditions in all the neighborhoods
5. Dull social life in the neighborhood from which the schools were moved.

The purposes as stated by Thomas in her study are somewhat similar to those given by the writer of this particular study, in that both give a functional conception of the Negro schools in her individual county.

Two of the advantages of consolidation that were pointed out by Thomas, were exactly the same as those found in this investigation. Those advantages were the following:

1. Better prepared teachers
2. Longer school terms

Thomas' study also showed that consolidation was an economic saving to parents, while this study shows that

there is an economic saving to the entire Common School District in the amount of money saved from teachers' salaries.



## CHAPTER II

## BACKGROUND OF CONSOLIDATION

In The United States

In regard to the background of consolidation Lewis<sup>1</sup> says,

The first state legislation providing for what may be thought of as a forerunner of consolidation was enacted by the Legislature of Massachusetts in 1820. The act provided for the union of two school districts in adjacent towns.

In 1834 a general act was passed in Massachusetts to unit contiguous districts in any adjacent towns.

.....  
In 1839 Massachusetts enacted the first law that provided for the payment of transportation cost of pupils to and from school. The first consolidated school with transportation was established under this act in 1874, at Quincy.

Culter and Stone<sup>2</sup> say,

It was not until the Committee of Twelve made its report to the National Educational Association (1896) that consolidation was brought prominently before the people of the country.

In Texas

Eby<sup>3</sup> states that discussion of the consolidation of

<sup>1</sup>Lewis, Charles D. The Rural Community and Its Schools, pp. 178, 179.

<sup>2</sup>Culter, Horace and Stone, J. W. The Rural School Its Methods and Management, p. 225.

<sup>3</sup>Eby, Frederick, The Development of Education in Texas, p. 228.

small districts began early, in Texas, but little importance was attached to it by the people generally.

In 1901 and 1902 State Superintendent Annie Webb Blanton stated that up to that time there were 5946 common school districts, 2500 community schools, and 288 independent districts. Twenty years later there were 7369 common school districts and 858 independent districts.<sup>1</sup>

The following are said to be the chief obstacles to consolidation:<sup>2</sup>

Bad roads, community feuds, local prejudices, the excessive cost of transportation, rivalry in relocating the schools, opposition of the absentee landlords, sparseness of settlement, bonded school districts, opposition of the commissioners' courts, distance to the consolidated school, and the jealousy of local boards in regard to their authority.

#### In Brazos County

Brazos County is in southeast Central Texas between Navasota and Brazos Rivers. It has an area of 597 square miles.<sup>3</sup>

This county began consolidation some years ago. The first districts to become consolidated were Districts 1 and 2, on May 15, 1908, by the Commissioners' Court. The district after consolidation was called Millican.<sup>4</sup>

<sup>1</sup>Eby, Frederick, op. cit.

<sup>2</sup>Ibid., p. 230.

<sup>3</sup>Texas Almanac, 1941-1942, p. 416.

<sup>4</sup>Commissioners' Courts' Minutes, Vol. J., p. 3.

On July 21, 1928, College Station Independent, Well-born, Union Hill and Shirock Districts became consolidated by mutual consent and called A. and M. Consolidated.<sup>1</sup>

Cedar Grove and Shady Grove schools were consolidated in 1941.<sup>2</sup>

In 1942, McDonald, Prairie View, Booker T. Washington, Cottonwood and Dunbar schools formed John M. Moore School.<sup>3</sup>

Canaan School was transferred to Fairview School in 1943.<sup>4</sup>

#### Types of Consolidation

There are four types of consolidation.<sup>5</sup> They are:

- (1) Complete territorial and complete grade consolidation.
- (2) Complete territorial and partial grade consolidation.
- (3) Partial territorial and complete grade consolidation.
- (4) Partial territorial and partial grade consolidation.

However only the first two of these types of consolidation are found in the schools for Negroes in the Brazos County Common School Districts.

In order that one may understand these four types of consolidation, the terms "partial and complete territorial" and "partial and complete grade" are explained.

Complete territorial and complete grade consolidation

<sup>1</sup>Commissioners' Courts' Minutes, Vol. J., p. 3.

<sup>2</sup>Brazos County Education, Office of Superintendent.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Lewis, Charles D. op. cit., p. 185.

mean that all the schools in a given area, and all the grades in all of the schools are united into a single unit. For example, the Booker T. Washington, Cottonwood, Dunbar, McDonald and Prairie View schools, in the Tabor District and all of the grades from one through twelve from these schools united to form the one school, John M. Moore.

On the other hand Cedar Grove and Fairview represent the second type of consolidation, that is complete territorial and partial grade consolidation. For example the Cedar Grove School is a combination of the Cedar Grove and the Shady Grove schools. These were all the schools in the Edge District, for Negroes. These two schools united, and made the consolidation complete territorial, but in the consolidation only the grades from the first through the eighth attended the Cedar Grove Consolidated School, while the ninth through the twelfth grades were transferred and transported to John M. Moore School. Therefore the consolidation was partial grade consolidation.

The last types of consolidation, partial territorial and complete grade, and partial territorial and partial grade consolidation, are not found in Brazos County Common School Districts for Negroes, and are not discussed in this study.

## CHAPTER III

## COLLECTION AND ANALYSIS OF DATA

Achievement Tests

The State Department of Education sponsors a program of accreditation of Rural Schools. Special stress is placed on the type of work that is being done in the school plus the academic training, professional spirit, and successful experience of the teacher. Buildings, playground facilities, physical equipment, and libraries are given consideration also.<sup>1</sup>

A Score Card of Requirements For Accreditation is given in Appendix C. These score cards are scored by the County Superintendent and the Deputy Superintendent at different times. Along with a passing score on the Score Cards an Achievement Test must be taken by the school applying for accreditation. The pupils must also pass that Achievement Test. The reason given above accounts for the Testing Program that is carried on in the Brazos County Common School District annually.

The Achievement Tests that have been used up to date are:

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<sup>1</sup>Texas Public Schools Standards and Activities of the Division of Supervision, Vol. X, No. 7, pp. 20-21.

1. Harlow Form F, G, H
2. New South Forms C, D, E
3. New Stanford Achievement Form E

The achievement test is regarded by Monroe, as an instrument for ascertaining the extent to which pupils have achieved the objective set for them.<sup>1</sup>

### The Harlow Achievement Tests

The Harlow Achievement Tests were arranged by The Editorial Department Harlow Publishing Corporation. Forms H and G were designed to furnish a uniform basis of information of pupils, and to meet that end, they were built according to specifications of the Texas State Department of Education and were approved by the department, for its program of standardization of Texas schools.

These tests are separate pamphlets for each grade. Form G was used for grades 1 and 2, and Form H was used for grades 3 through 8. (Appendix D )

In the first grade examination, there were six tests:

1. reading, word recognition and sentence meaning
2. reading, sentence meaning
3. nature study
4. health
5. spelling
6. number work.

The second grade had five tests:

1. reading, meaning of words
2. reading, paragraph meaning

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<sup>1</sup>Monroe, Walter Encyclopedia of Educational Research, p. 1283.

3. health
4. spelling
5. arithmetic

Grade three had seven tests:

1. arithmetic computation
2. arithmetic reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English, correct use of words
6. spelling
7. geography

The fourth grade had eight tests:

1. arithmetic, reasoning
2. arithmetic, computation reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English usage
6. spelling
7. health
8. geography

Grade five tests had nine tests. They were

1. arithmetic, computation
2. arithmetic, reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English usage
6. spelling
7. hygiene
8. health
9. geography.

The tests for the sixth grade had nine parts. They were:

1. arithmetic, computation
2. arithmetic reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English usage
6. spelling
7. hygiene
8. health
9. geography and United States History

In the seventh grade pamphlet there were nine parts





1. arithmetic computation
2. arithmetic reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English usage
6. spelling
7. health
8. geography
9. Texas History

The eighth grade test was composed of ten parts.

1. arithmetic computation
2. arithmetic reasoning
3. reading, meaning of words
4. reading, meaning of paragraphs
5. English usage
6. spelling
7. health
8. geography
9. United States History
10. Citizenship

The first and second grade tests were unspeeeded tests, but it is suggested that at least ninety minutes be allowed. The tests were given in two sittings.

The third, fourth, fifth, sixth, seventh, and eighth grades had respectively one hundred six, one hundred, one hundred forty, one hundred thirty-eight, one hundred forty-eight and one hundred fifty-one minutes. All the tests were completed in three sittings but brief inter-missions between tests were permitted if pupils became too tired.

#### Method of Giving and Scoring the Tests

A manual accompanied the tests. The manual contained complete details for giving the tests and for scoring. Keys for scoring were also given for all grades except the first grade. There was no key for the first grade test,

because of the physical arrangement of the test items. The score for each subject in all of the grades was first obtained and transposed into letter grades or decile scores.

### The New South Achievement Test

The New South Achievement Tests by Hob Gray, and David F. Votaw are validated and scored for schools of Seven Elementary Grades.

These tests compose a complete arrangement of tests for grades 2 through 7. The tests for grades 2 and 3 were printed in one pamphlet which was called the Primary Test. The tests for the higher grades were printed in another pamphlet called the Advanced Test.

In the primary test there were two tests in reading: the first in comprehension, and the second in vocabulary. There are two tests in arithmetic, one in computation and one in reasoning. The last test, dictation, was really a spelling test. In the advanced examination there were two tests in reading, two in arithmetic, one in choice of words, one in knowledge of literature, one in dictation, one in social studies, and one in knowledge of physical education.

The primary test required a total of working time of sixty minutes. This test was given in two sittings. The advanced test required a total working time of one hundred and thirty-two minutes, and was broken into three periods.

### Method of Giving and Scoring

In the primary test only correct answers were marked in tests 1, 3, 4 and 5. Only wrong answers and omitted items were marked in tests 2.

Only correct answers were marked in tests 3, 5, 8 and 9, in the advanced test. While the wrong answers and omitted items were marked in tests 1, 2, 4, 6, and 7.

Complete details for giving the tests were given in the manual which accompanied the tests. The manual also contained general rules for scoring the tests. Special keys were provided for scoring each of the two tests mentioned above.

### The Stanford Achievement Tests

"The Stanford Achievement Tests by Truman L. Kelley, G. M. Ruch and Lewis M. Terman are by far the most satisfactory measurement of school achievement", said A. R. Gilliland and R. H. Jordan.<sup>1</sup>

These tests composed a complete arrangement of tests for grades 2 to 8. The tests for grades 2 and 3 were printed in one pamphlet which was called the Primary Examination. The tests for the higher grades were printed in another pamphlet called the Advanced Examination.

In the primary examination there were three tests in

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<sup>1</sup>Educational Measurements and The Classroom Teacher  
p. 227.

reading: the first in paragraph meaning, the second in sentence meaning and the third in word meaning. There were two tests in arithmetic, one in computation and one in reasoning. The last test was in dictation, which was really a spelling test. In the advanced examination there were also three tests in reading, two in arithmetic, another in nature study and science, another in history and literature, another in language usage and the last is in dictation or spelling.

The primary test required a total working time of about 60 minutes, which was broken up into two periods. The advanced examination required a total working time of about 125 minutes and was broken up into two or three periods.

#### Method of Giving and Scoring the Tests

Complete details for giving the tests were given in the manual which accompanied the tests. The manual also contained general rules for scoring the tests. Special keys were provided for scoring each of the separate tests.

The score for each subject was first obtained in points. These point scores were transposed into educational scores called Subject Ages. The pupil's "Educational Age" is the age equivalent of the sum of all subject scores.

In this part of the chapter, one will find careful measurements as to the results of the instruction and administration of the achievement tests that were given in the schools.

A comparison of achievement in consolidated and non-consolidated schools, in the Common School Districts, in Brazos County was made possible by the use of standardized achievement tests.

The tests were given by the home room teacher in 1941. In 1942, 1943 and 1944, the tests were given by the Jeanes Supervisor.

The New South Test Form E was given to only one school in 1942. That school was Salem. A table was not made because there was not another school with which to compare it.

Scores made		Passing Score
Grade 3	24.9	10
Grade 4	25.2	20
Grade 6	40.2	41
Grade 7	50.2	56
Grade 8	49	62

When the scores made by Salem School are compared with the passing score or standard, one can see that Salem pupils were below the passing score in 6th, 7th and 8th grades and above the passing score in 3rd and 4th grades.

The Harlow Test Form F, was given to Brooks Chapel. The scores are given below:

Scores made:		Passing Scores
Grade 3	16	12.9
Grade 4	142.8	138.2
Grade 5	128	114
Grade 6	36.5	83
Grade 7	38.5	107
Grade 8	95.8	138.2

Brooks Chapel made above passing score in the first

three grades, that is the third, fourth, and fifth grades, but made below passing score in the sixth, seventh and eighth grades.

The test score of the middle pupil as found when the scores of all are arranged in order from the highest score to the lowest, is called the median attainment in the class.<sup>1</sup>

The Norm is the median attainment score made by the classes of the same school grade in a system of schools when the results from a standardized test are to be used for a comparison of attainment shown for the different grades in different systems.<sup>2</sup>

In Texas the State Department attempted to transfer the school system from 11 year to 12 year program. They have made a general extension upward in grades. The grades have been renumbered. The third grade will be the old second grade with only a slight amount of the third grade work, etc., throughout the program of study. Therefore after 1941, the norms for grades may or may not be true.<sup>3</sup>

Table V shows that the three consolidated schools and nine non-consolidated schools took the Stanford Achievement Test. There were only two grade failures. The fourth

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<sup>1</sup>Tiegs, Ernest W. Tests and Measurements in the Improvement of Learning, p. 356.

<sup>2</sup>Ibid., p. 21.

<sup>3</sup>Standards and Activities, 1939-1940, Bulletin Number 404, p. 50.

grade at Wilcox and the sixth grade at Cedar Grove failed to reach the median. One of the schools was a consolidated school and one was a non-consolidated school.

TABLE V

AVERAGE SCORES FOR SCHOOLS APPLYING FOR ACCREDITATION  
1941-1942. HARLOW FORM F

Grade	1	2	3	4	5	6	7	8
Passing Score	5	11	16	24	32	42	52	57
SCHOOLS:								
CONSOLIDATED								
Cedar Grove	17	13.2	32.2	27.6	37.1	41.7	54	60.2
Fairview	16.3	26	34.3	-	59	61	66.5	75
John M. Moore	12.1	14.5	19.2	29.7	35.2	43.9	54.4	59
MEDIAN SCORE	16.3	14.5	32.2	28.6	27.1	43.9	54.4	60.2
NON-CONSOLIDATED								
Allenfarm	13.2	27.5	18.2	28.4	33.1	43.9	54.4	60.2
Brushy	25.9	36.8	41.8	53	60.5	-	62.5	72
Derden	25	11	27.5	32	34	43	-	-
Harmon	16.2	24.5	23.2	34.4	54.7	55.5	71.6	78.4
Love	25.9	27.6	40.6	37.2	37.7	43.2	71.5	67.2
Nelson Chapel	11.6	14.2	25.6	44.7	47.8	-	-	-
Templeman	-	30.8	28	48.6	57.5	63.9	-	-
Woodville	-	23.2	27.5	32	34	43	-	-
Wilcox	-	19.8	34	22.0	49.4	42	-	-
MEDIAN SCORE	20.6	24.5	27.5	34.4	47.8	43.2	67	69.6

The median score for the consolidated schools, for grades 3 and 6, was higher than the median score made by the non-consolidated schools in the same grades.

Table VI will show that two of the schools did not pass any of the tests. One school passed in one test, and one school passed two tests.

TABLE VI

AVERAGE SCORES FOR STANFORD ACHIEVEMENT TEST FORM E,  
1942-1943

Grade	3	4	5	6
Passing Score	21	34	44	53
<u>SCHOOLS:</u>				
Minter Springs	26.2	33.7	42.4	39.2
Willcox	20.8	24.5	33.8	46.2
McMillan	12.1	17.8	48.3	54.9
Harmon	7.3	16.8	41.4	44.9
MEDIAN SCORE	16.4	21.1	41.9	45.5

In Table VI one will notice that only one school, McMillan passed in two grades. Two schools, Harmon and Willcox failed all the tests.



Of the nine non-consolidated schools and the one consolidated school listed in Table VII, all passed the third grade test.

TABLE VII

AVERAGE SCORES FOR THE NEW SOUTH TEST FORM D, 1942-1943						
Grade	3	4	5	6	7	8
Passing Score	10	20	31	41	56	62
<u>SCHOOLS:</u>						
CONSOLIDATED						
Fairview	20.7	18.8	23.1	-	28.3	31.3
John M. Moore	26.8	16.6	21.2	27.5	25.4	29.6
MEDIAN SCORE	23.7	17.7	22.1	27.5	26.8	30.4
NON-CONSOLIDATED						
Allenfarm	17.6	19.8	19.9	23	36.7	27.4
Boonville	14.2	17.8	21.8	45	-	-
Cawthon	17.2	22.2	19.8	17.6	24.9	27.4
Counters Chapel	22.2	25.6	18.7	27.5	-	-
Stone City	23.4	22.8	21.6	21.3	33.4	-
Templeman	20	24	27.3	-	-	-
White Switch	-	21.5	-	-	-	-
Woodville	-	15.5	13.5	29.8	-	-
MEDIAN SCORE	18.8	21.8	19.9	25.2	33.4	27.4

Table VII shows that neither of the two types of schools passed the tests, in the seventh and eighth grades.

This table also shows that the consolidated school failed all of the tests but the first grade test. None of the non-consolidated schools passed in more than two tests.

However when the median scores of the consolidated and

non-consolidated schools are compared, one can see that consolidated schools scored above the non-consolidated schools in the first, sixth and eighth grades.

As can be seen from Table VIII the majority of the schools in a number of grades made scores considerable in advance of what would normally be expected.

Table VIII shows that of the schools that took the New South Test Form C, only one was a consolidated school, six were non-consolidated. The consolidated school and most of the non-consolidated schools failed.

TABLE VIII

AVERAGE SCORES FOR THE NEW SOUTH TEST FORM C, 1942-1943						
Grade	3	4	5	6	7	8
Passing Score	10	20	31	41	51	62
<u>SCHOOLS:</u>						
CONSOLIDATED						
Cedar Grove	15.6	16.2	26.5	37	24.7	34.4
NON-CONSOLIDATED						
Brushy	41.5	47.7	50.3	54.4	48.1	-
Canaan	8.2	15	20.6	43.7	-	-
Clay Farm	12.8	24	17.1	-	20	23.3
Derden	16.6	16.7	18.9	18.3	-	-
Love	18.4	26.4	19.5	17.5	41.4	51.5
Mosley	8.4	24.9	20.2	24.6	-	-
MEDIAN SCORE	14.7	24.4	19.8	24.6	41.4	37.4

The consolidated school made a median score above that of the non-consolidated schools in grades 5 and 6.

From Table VIII one can see that 3 of the fourth grades failed. One of the 3 failures was the consolidated school given in Table VIII. In the fifth grade, all but one school failed. Table VIII shows that Brushy, which is a non-consolidated school was the only school that passed all but one grade test. The consolidated school, Cedar Grove failed all but one.

Table IX is based on the Harlow Achievement Test, Form G and H, given by the Jeanes Supervisor, in all of the rural schools for Negroes in the Common School District of Brazos County.

TABLE IX

DISTRIBUTION OF HARLOW ACHIEVEMENT TEST FORM G AND H  
1943-1944

Grades	1	2	3	4	5	6	7	8
Standard Norm	104	95	116.7	162.1	171.1	176.6	194.3	228.7
<u>SCHOOLS:</u>								
CONSOLIDATED								
Cedar Grove	71	68	32.5	66	138	110	157	-
Fairview	57	58	40	101	79	102	73	102
John M. Moore	94	65	108	120.5	71	102	121.5	110.5
MEDIAN SCORE	71	65	40	101	79	102	73	56.2
NON-CONSOLIDATED								
Allenform	114	46	75	81	109	-	87	88
Boonville	76	50	71	72.5	111.5	106		
Brooks Chapel	113	86	109	154	139	100		90
Brushy	71	58.5	150	138	235	224	237	
Cawthon	104	59	57.5	92.5	98.5	81.5	77.5	
Clay Farm	44	-	22	30	52	70	-	111
Derden	83	78	84	155	104	-	-	-
Harmon Chapel	74	46	24	32	177	105	-	92
Love	92	78	58	47	57	82	120	101.5
McMillan	-	-	-	116	175	-	196	-
Minter Springs	12	13.5	28.5	53	85	68.5	94	-
Mosley	84.5	46	107	78	177	84	-	-
Mt. Enterprise	76	37	6	71	156	66	-	-
Roans Chapel	43	54	16	92.5	78	-	-	-
Salem	-	101	135	123	139	-	135	-
Stone City	110	78	62.5	131	119	123	-	-
Templeman	56	60	124	-	-	84	-	-
White Switch	-	-	-	69	70	-	-	-
MEDIAN SCORE	76	58.5	66.7	81	111.5	84	120	92

The median scores that were made by the pupils in consolidated schools were higher than those made by pupils,

in the non-consolidated schools, in grades 2, 4, and 6.

The schools range in size from one teacher to eight teachers.

It is interesting to note that there is great difference in the various schools as well as the grades. Neither of the consolidated schools reached the standard norm. Brushy was the only school to pass the standard norm in four grades. Stone City, Allenfarm, Brooks Chapel, Cawthon passed in the first grade test. Salem passed grades two and three. A few other schools passed, but twelve schools failed all of the tests.

But in Table V most of the schools made above what would normally be expected. Differences in method of giving the tests and in detail of procedure in different places affect the median of the pupils. These factors may be pertinent in determining some apparent inconsistencies.

It is possible and even probable that the building programs that were carried on in two of the consolidated schools, John M. Moore and Fairview, together with the one year tenure of all of the teachers at Fairview might have had some bearing on the scores made by the children. Should the reader compare the scores in Table IX with Table IV on Tenure, he will see that Brushy School ranked higher than the consolidated schools. He will also notice that the Brushy teachers have an average tenure of six years, while Fairview teachers have an average tenure of one year and

John M. Moore teachers have an average tenure of two years.

In each of the cases stated above, the teachers' training might have influenced the results. The length of school terms might also have had some bearing on the scores made.

Salaries also determine to a large extent the amount of effort that some teachers exert.

The average median of all tests given in the consolidated schools for each grade was as follows:

Grades	1	2	3	4	5	6	7	8
	16.3	14.5	27	23.1	31.8	40.4	40.6	45.3

The average median of all tests given in the non-consolidated schools for each grade is given below.

Grades	1	2	3	4	5	6	7	8
	48.3	41.5	18.8	25.2	30.9	40.2	45.8	59.3

In comparing the average median of the pupils in consolidated schools with the average median of the children in the non-consolidated school, one observes that the pupils in consolidated schools scored higher than the pupils of non-consolidated schools in grades 3, and 6.

## CHAPTER IV

## SUMMARY, GENERAL CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The twenty-one rural schools for Negroes, in the Common School Districts of Brazos County, that were selected for this study follow specifically two types of organization, namely; consolidated and non-consolidated types. Consolidated have 560 scholastics; non-consolidated 1091, making a total scholastic population of 1651.

There are three consolidated and ~~eight~~ eighteen non-consolidated Negro rural schools in the Common School Districts.

This study has pointed out that consolidation began in the United States in 1834.

During the years 1909-1910 to 1935-1936, there has been a decrease of 1798 common school districts in Texas.

In Brazos County, May 15, 1908, the first districts were consolidated by the Commissioners' Court.

The first school for Negroes in common school district to become consolidated was Cedar Grove in 1941.

The average teacher tenure in the consolidated schools is 4.5, while that in the non-consolidated school is 5.5.

Summarizing the findings on achievements in both the consolidated and non-consolidated schools, one observes that both are below standard median score in most cases. It will also be found that the consolidated schools, in most instances, scored lower than did the non-consolidated schools.

The difference obtained in the various tests is valid, even though there are constant errors in the giving of the tests, such as might be caused by having the test given by the home room teacher.

It is significant that while the average achievement of the non-consolidated schools is a little greater in one or two instances, it must be pointed out that consolidation of schools for Negroes, in Brazos County is still in its infancy.

There are some implications that the building programs in the consolidated schools might have had some bearing on the achievement made.

The school term in all of the consolidated schools studied, was nine months, while only four of the eighteen non-consolidated schools had nine months.

The average teacher tenure in the non-consolidated school is higher than the average tenure of the teachers of the consolidated schools.

The average salary of the teachers in the consolidated



schools is nearly twice as great as the teachers in the non-consolidated schools.

### Recommendations

The writer recommends the following:

1. That this study be continued so that other criteria, such as a similar study of the Independent Districts for evaluating the ability of pupils in consolidated and non-consolidated schools be developed.
2. That all schools place more emphasis on the achievement in school subjects of pupils.
3. That administrators of tests make the surroundings most conducive to testing, in order that the pupil may do his best in the test.
4. That the Brazos County Board of Education make a thorough study of the conditions as they exist in the county and formulate some plan by which the most good can be obtained in Education in proportion to the amount of money spent.

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APPENDIX A

LETTER ACCOMPANYING QUESTIONNAIRES

721 North Pierce Avenue  
Bryan, Texas  
February 20, 1944

To Principals and Teachers of Brazos County Common School  
Districts

Dear Teacher:

As a student in the Graduate School of Administration and Supervision of the Prairie View College, I am making a study of Achievement in Consolidated and Non-Consolidated Schools for Negroes, in the Common School Districts in Brazos County. I am asking you to please fill out this questionnaire and return it to the office of the County Superintendent, who will in turn give it to me.

Please be as specific as possible in answering all questions.

I thank you.

Very truly yours,

Irene E. Randle

APPENDIX B  
QUESTIONNAIRES

## QUESTIONNAIRE

For Principals and Teachers in Common School Districts  
(Non-Consolidated School)

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Age \_\_\_\_\_
4. Sex \_\_\_\_\_
5. Married \_\_\_\_\_ Single \_\_\_\_\_
6. Name of School \_\_\_\_\_
7. Post Office \_\_\_\_\_
8. Position in school \_\_\_\_\_
9. Number of years of experience \_\_\_\_\_
10. Years of experience in present school \_\_\_\_\_
11. District Number \_\_\_\_\_
12. Give general classification of your school  
(Give grades carried in the school) \_\_\_\_\_
13. Grades taught by you. \_\_\_\_\_
14. How many teachers are there in your school? \_\_\_\_\_
15. Are you teaching the work that you like? \_\_\_\_\_
16. What clubs or organizations are there for parent-  
teacher contact? \_\_\_\_\_

For pupils? \_\_\_\_\_

17. What is your college major? \_\_\_\_\_ Minor? \_\_\_\_\_
18. What degree are you working for? Or have? \_\_\_\_\_
19. What type of certificate do you now hold? \_\_\_\_\_  
(If no certificate is held, give type that you are  
now seeking). \_\_\_\_\_
20. School or Schools attended \_\_\_\_\_
21. Do you live in your community? \_\_\_\_\_
22. What is your annual salary? \_\_\_\_\_



## QUESTIONNAIRE

For Principals and Teachers in Common School Districts  
(Consolidated School)

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Age \_\_\_\_\_
4. Sex \_\_\_\_\_
5. Married \_\_\_\_\_ Single \_\_\_\_\_
6. Name of School \_\_\_\_\_
7. Post Office \_\_\_\_\_
8. Position in school \_\_\_\_\_
9. Number of years of experience \_\_\_\_\_
10. Years of experience in present school \_\_\_\_\_
11. District Number \_\_\_\_\_
12. Give general classification of your school \_\_\_\_\_  
(Give grades carried in the school) \_\_\_\_\_
13. Grades taught by you. \_\_\_\_\_
14. How many teachers are there in your school? \_\_\_\_\_
15. Are you teaching the work that you like? \_\_\_\_\_
16. What clubs or organizations are there for parent-  
teacher contact? \_\_\_\_\_
- For pupils? \_\_\_\_\_
17. What is your college major? \_\_\_\_\_ minor? \_\_\_\_\_
18. What degree are you working for? \_\_\_\_\_  
or have? \_\_\_\_\_
19. What type of certificate do you now hold? \_\_\_\_\_  
(If no certificate is held, give type that you are  
seeking.) \_\_\_\_\_
20. School or schools attended \_\_\_\_\_
21. Do you live in your community? \_\_\_\_\_
22. How many schools were consolidated with this school  
where you now teach? \_\_\_\_\_
23. Give the names: \_\_\_\_\_
24. How long has the school been consolidated? \_\_\_\_\_  
Month Date year
25. Reasons for consolidation \_\_\_\_\_
26. What is your annual salary? \_\_\_\_\_

APPENDIX C

SCORE CARD FOR ACCREDITATION

# ANNUAL REPORT

FOR ACCREDITING TEXAS ELEMENTARY RURAL SCHOOLS\*

L. A. WOODS  
State Superintendent

Prepared by  
EDGAR ELLEN WILSON  
Director of Elementary Education

To be filled out by the County Superintendent and Deputy  
Superintendent on visit to school

One copy of this report goes to principal or trustee of school, one copy  
to County Superintendent, and one to State Department  
of Education, Austin.

County \_\_\_\_\_

School \_\_\_\_\_ District No. \_\_\_\_\_

Number of teachers employed \_\_\_\_\_ Number of grades taught \_\_\_\_\_

Was this school  
accredited for 1939-40? \_\_\_\_\_ ; 1940-41? \_\_\_\_\_ ; 1941-42? \_\_\_\_\_

Principal \_\_\_\_\_

Teaching Address \_\_\_\_\_

Secretary of School Board \_\_\_\_\_

Address \_\_\_\_\_

Date visited and checked by Deputy \_\_\_\_\_ Score \_\_\_\_\_

Approved for Accreditation? \_\_\_\_\_ Date: \_\_\_\_\_

SIGNED:

County Superintendent \_\_\_\_\_ Address \_\_\_\_\_

Deputy State Superintendent \_\_\_\_\_ Address \_\_\_\_\_

\*This report is to be used for the first three years of accreditation. After three  
years, the form for permanent accreditation is to be used.

# The Harlow Achievement Test for Texas Fourth Grade

## Form H

Arranged by Editorial Department  
Harlow Publishing Corporation

*To Pupils.* This is an objective test which will help measure your knowledge of fourth grade subjects and your ability to use that knowledge. The questions are specific and they require definite answers. Be sure to read the directions and examples which explain and illustrate how the questions are to be answered. Follow all directions given by your teacher or the examiner. Please fill in these blanks.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

School \_\_\_\_\_ City or County \_\_\_\_\_

*Record to be filled in after tests are scored.*

TEST	TITLE	POSSIBLE SCORE	SCORE	GRADE
I	Arithmetic: Computation	30		
II	Arithmetic: Reasoning	30		
III	Reading: Meaning of Words	30		
IV	Reading: Meaning of Paragraphs	30		
V	English Usage	33		
VI	Spelling	30		
VII	Health	15		
VIII	Geography	20		
Total Score		218		
			Grade	

*Before administering these tests the teacher or examiner must read the manual which accompanies them.*

Copyright 1944  
Harlow Publishing Corporation  
Oklahoma City, Oklahoma

# The New-South Achievement Tests

Validated and Normed for Schools of  
Seven Elementary Grades.

By

Hob Gray, University of Texas  
David F. Votaw, Southwest Texas State Teachers College  
Advanced Test: Grades 4-7

Form C

Name ..... Grade ..... Boy or Girl .....

What is your age? ..... When is your next birthday? .....

Name of your town or district .....

Name of your building ..... Date .....

Test	Score
1. Choice of Words	
2. Knowledge of Literature	
3. Dictation	
4. Reading: Vocabulary	
5. Reading: Comprehension	
Average Reading	51.4
6. Social Studies	
7. Knowledge of Physical Education	
8. Arithmetic Reasoning	
9. Arithmetic Computation	
Average Arithmetic	51.4

9 ) .....

Total Average .....

Grade Equivalent .....

Age Equivalent .....

Directions printed in manual must be followed in administering this  
test if results are to be compared with norms.

# New Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

## ADVANCED EXAMINATION: FORM V

FOR GRADES 4-9

Name..... Grade..... Boy or girl.....

Age..... When is your next birthday?..... How old will you be then?.....

Name of school..... Date.....


TEST	SCORE	AGE EQUIVA- LENT	GRADE EQUIVA- LENT
1. Paragraph Meaning			
2. Word Meaning			
Total (Average) Reading			
3. Dictation			
4. Language Usage			
5. Literature			
6. History and Civics			
7. Geography			
8. Physiology and Hygiene			
9. Arithmetic Reasoning			
10. Arithmetic Computation			
Total (Average) Arithmetic			
Total (Average) Score			

First record in this table the scores for Tests 1 to 10. Then find the Total Score. Then insert the scores for Total Reading and Total Arithmetic in the boxes to the left of the column headed "Score." For accuracy and convenience in recording the scores in the table in the left-hand margin of page 2, fold the page on the heavy line at the left of the profile chart and copy the scores from the above table (being careful to omit the Total Reading and Total Arithmetic).

TO THE EXAMINER. *Do not administer this test without first reading carefully the Directions for Administering.*

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## BIOGRAPHY

The writer, Irene Ethelind Randle, was born August 24, 1909, in Bryan, Texas. She is the second child of Rosa Sandle, who lives in Bryan, Texas, and the late Robert Randle.

Her early training was received in the public schools of Bryan, Texas. She entered Prairie View College and attended that institution from 1927 through 1929.

From September, 1929 to December, 1942, the writer taught in the rural schools of Brazos County. She then began teaching at the E. A. Kemp High School in Bryan, Texas, where she is now employed.

She was graduated in the summer of 1935 from Prairie View College with a Bachelor of Science Degree in Education.

The writer began graduate study in June, 1941, majoring in Administration and Supervision and minoring in Rural Education. She is now a candidate for the Master of Science degree.